

Hello Framework team,

I think it critical that the instructional strategies addressed in the chapter by that name be strategically woven into the content of each of the framework grade level chapters--in the sample lessons, in the references to how teachers ought approach aspects of specific units; these instructional strategies must be visibly interwoven into the classroom/grade level chapter content, else teachers too will keep them separate from the content rather than integrate.

The draft includes some excellent models in focus boxes. Teachers need to see what this type of integration can look like in every chapter, not simply in a separate focus box in the chapter, but also integrated within the descriptions of (grade level) approaches to content. It would behoove us to create, provide, and highlight, within each of the framework chapters, multiple opportunities for integrating. Teachers who already like the way they do things instructionally may not read the chapter on instructional strategies, but will likely read their grade level chapters. They should see it there too. Best practices in instruction should saturate the content of this framework.

Let us be deliberate about maximizing this opportunity to set up strong models (for academic conversations, for academic language incorporation, for effective ELD support, etc.) within chapters' content discussions. Good pedagogy makes a powerful difference. It should be inescapable in the grade level chapters.

Sincerely,

G Atmajian